

MCCS- (Marks)

Memorandum of Instruction (MOI)

SUBJECT: Instructions for Providing Input for Critical Task Selection Boards (CTSB)

1. Purpose. To provide organizational and procedural guidance for the systematic selection and prioritization of tasks for training.

2. Application. This guidance applies to critical task selection board (CTSB) actions for individual training under the proponenty of the U.S. Army Medical Department Center and School (AMEDDC&S).

3. Background. A critical task is a task determined to be essential to wartime mission, duty accomplishment, or survivability. All critical tasks must be trained either in the training base or in the unit. Critical tasks are identified by the proponent through a critical task list. The procedures described in this MOI outline an effective method of using available resources and capabilities to produce the best possible list of critical tasks.

4. Definitions.

a. Total Task Inventory (TTI). A TTI is a comprehensive list of individual tasks required for job performance in a given occupation or specialty. The TTI is developed in accordance with TRADOC Regulation 350-70 and Academy of Health Sciences (AHS) procedural guidance. It is used in the task selection process.

b. Individual Task. An individual task is the lowest behavioral level in a job or duty that is performed for its own sake. It is a unit of work activity or operation performed by a soldier that constitutes a logical and necessary segment in the performance of the job under consideration. An individual task has the following characteristics:

- (1) Must be specific.
- (2) Must have a definite beginning and ending.
- (3) Has only one action verb.
- (4) Generally is performed in a relatively short time period.
- (5) Must be observable and measurable.

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c. Skill Level 10 Task. A skill level 10 (SL10) task is one that a soldier is expected to perform on the first duty assignment with minimal or no supervision.

e. Mobilization Training. Mobilization training includes critical tasks which support rapid deployment in a full mobilization situation. Tasks that are trained in peacetime may be omitted from training in a mobilization situation or additional tasks may be trained that are not trained in peacetime. Consideration should also be given to critical tasks that may be trained at a lower skill level than in peacetime, in order to meet mobilization mission needs. The (provide title) program is/is not taught in a mobilization course. **(Note to developer: Check the mobilization list and determine whether the course is or is not a mobilization course. Delete the remainder of this paragraph if your course is NOT a mobilization course. For a list of courses that have mobilization training requirements, click on the ESB button at <http://das.cs.amedd.army.mil> and go to TSB INFO.)**

f. Sustainment/Refresher. Sustainment/refresher training is used to maintain or reinforce previous training and/or sustain previously gained skills and knowledge.

5. The CTSB Composition and Responsibilities.

a. Purpose. To recommend individual tasks for approval as critical tasks.

b. Objectives.

- (1) Provide quantitative expert training decisions.
- (2) Select tasks for training.
- (3) Identify the appropriate skill level of tasks.
- (4) Recommend tasks for mobilization training.
- (5) Make recommendations for distance learning (DL).
- (6) Provide an accurate audit trail.
- (7) Make recommendations for training site

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c. Composition.

(1) Nonvoting members. Course Director; Chairman; Facilitator; Instructional Systems Specialist; Project Officer (if appropriate); and Evaluation and Standardization representative.

(2) Voting members. The panel consists of 5-7 (an odd number for tie breaking) subject-matter experts (SME) with table of distribution and allowance (TDA) or table of organization and equipment (TO&E) experience, combat experience, individual and collective training experience, Reserve and Active Component, and other specialized experiences; thereby permitting the exchange of relevant job performance information that could impact the training mission. Board members must have a thorough knowledge of their specialty. They have typically been assigned to a number of positions and should be one skill level higher than the job for which the tasks are being recommended.

d. Board Member Responsibilities.

(1) Course Director. Provides command guidance and sets the parameters for the conduct of the board.

(2) Chairman.

(a) Meets with the Instructional Systems Specialist (ISS) prior to the CTSB to discuss responsibilities of board members.

(b) Convenes the CTSB.

(c) Provides historical perspectives, future developments, and parameters from which tasks will be selected.

(d) Guides board discussion.

(3) Facilitator.

(a) Primarily serves as consultant for board activities and identifies areas for board discussion.

(b) Explains the Systems Approach to Training (SAT) and CTSB processes and how the results are used in training development.

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(c) Provides guidance and continuity of purpose to the board proceedings.

(d) Facilitation is typically conducted by the ISS.

(4) Voting Member SME.

(a) TTI: Reviews TTI and provides feedback prior to the CTSB.

(b) Decisions: Makes informed, systematic judgments on task selection and prioritization of selected tasks. Recommends the appropriate skill level of selected tasks and tasks requiring mobilization and sustainment training, training site, and media delivery, such as distance learning.

(c) Attendance: Attends and fully participates in all board meetings.

(d) Justification: Discusses justification and rationale for stated position.

(e) Results: Results of SME decisions constitute the recommended critical task list.

(5) The ISS.

(a) Leads development of the TTI.

(b) Internal Coordination: At least 20 days prior to sending TTI to voting members, ISS coordinates/staffs TTI with appropriate department personnel, Department of Academic Support and Quality Assurance (DASQA), Reserve Component, and NCO Academy, if appropriate.

(c) SME Determination: Assists in coordinating requests for SME participation (fund cite, and billeting), as appropriate.

(d) TTI Mailed: Provides read-ahead information, including the TTI, CTSB MOI, Standard Verb List (TRADOC Regulation 350-70, Appendix D) to voting and nonvoting members, as required.

(e) Coordination of Board President and members: Meets with Board President before the CTSB is convened to discuss responsibilities of board members. Contacts the Board President

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and members before the board meets to ensure they will be present, and if not, contacts alternate personnel.

(f) J1 Results: Provides the task list resulting from J1 to board members, for further decision-making processes.

(g) J2 Results: Provides the task list resulting from the J2 to DASQA/ESB with a request that task numbers be assigned.

(h) Approval: Forwards numbered, prioritized task list, along with a summary of board findings to the Dean/Commandant for approval.

(i) Disposition: Provides paper and electronic copies of the approved, numbered task list to DASQA for the Training Document Repository.

(j) Audit Trail: Maintains all data (audit trail and POC files).

e. Two-Stage Process. Normally, the CTSB is conducted in a two-stage process, judgment 1 (J1) and judgment 2 (J2). Essentially, J1 involves independent SME decisions and J2 involves collaborative decisions.

(1) J1. Tasks are initially selected/nonselected from the TTI on the basis of whether voting members judge that tasks are performed by the specialty. This is referred to as the J1. The J1 vote is accomplished independently, prior to convening the CTSB.

(2) J2. During the second stage, J2, board members meet to discuss and "fine-tune" previous decisions. Tasks with 100% agreement or 100% disagreement may not require discussion.

(3) Priority Ratings. During J2, participants are asked to prioritize each task using a 7-point rating scale. All tasks rated 7, 6, and 5 are of highest criticality; 4, 3, and 2 are median range criticality; and 1 is on the lower range. Totals are calculated after all responses are received. For example, a task with the following ratings from 7 participants is calculated: $5+6+4+4+5+5+6 = 35$. Thirty-five divided by 7 respondents results in an average priority rating (APR) of 5. This rating is within the highest criticality range (7, 6, 5). A recommended training strategy is to choose tasks with APR values of 4.5 or greater for resident training.

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f. Critical Task Selection. All tasks considered critical must be trained. The actual number of tasks included for resident, unit, and distance learning will vary due to technology, equipment, facilities, or personnel constraints for each military occupational specialty (MOS) or area of concentration (AOC).

g. Sustainment/Mobilization Training. Voting members may be asked to recommend tasks for sustainment and mobilization training.

h. Site Selection and Media Delivery. The SME may be asked to recommend whether tasks should to be taught in residence, the unit, and/or recommend DL modes of training. Though the employment of training aids, devices, simulators, and simulations (TADSS) is made during training development, the board may make TADSS recommendations. Specific training development decisions will be determined at a separate date by specialists within those technologies.

7. Critical Task Selection Process. Return enclosed questionnaires as soon as possible to the requesting office. Further information will be provided to participants on an ongoing basis throughout the process.

8. The point of contact for this action is (provide appropriate name, phone number, and email address).

(Department Chief Signature Block)